ALL ABOUT® Reading

The program that takes the struggle out of reading

Level 2

by *Marie Rippel*

The *All About Reading* Level 2 Teacher's Manual is part of the
All About® Reading program.

For more books in this series, go to www.AllAboutReading.com.

Contents

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Preparing for Level 2

What Do You Need?

In addition to this Teacher's Manual, you will need the following items:

1. Student Packet

The Student Packet contains:
- *Leap into Reading* activity book
- Phonogram Cards and Word Cards
- Syllable tags
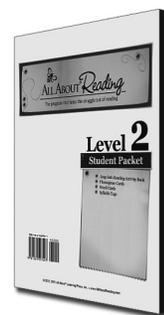
2. Interactive Kit

The Interactive Kit contains:
- Letter Tiles
- Divider Cards
- *The Basic Phonograms* CD-ROM
- Reading Review Box (Deluxe Kit)
- Stickers for the Progress Chart (Deluxe Kit)
- Tote Bag (Deluxe Kit)

(If you did not get the Reading Review Box, you will need an index card box.)

3. Readers

- *What Am I?* (2nd edition)
- *Queen Bee* (2nd edition)

(This Teacher's Manual must be used with the second edition of these readers, as the second editions contain additional stories.)

4. Common Craft Materials

- Crayons, scissors, glue, tape, stapler, paper, pencil, sticky notes, rubber band

5. 2' x 3' Magnetic White Board

A magnetic white board is optional, but highly recommended.

6. Optional Items

- Pad of sticky notes (used starting in Lesson 4)
- Globe or world map showing the Swiss Alps (used in Lesson 8) and the location of China (used in Lesson 14)
- Photos of the Swiss Alps (used in Lesson 8)
- M&Ms, raisins, or chocolate chips (used in Lessons 15 and 44)

What You Should Know about This Program

First of all, you can do this! *All About Reading* is a scripted, open-and-go program, developed for busy parents, teachers, and tutors who want to teach reading in the most effective way possible. It doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next. If you can follow basic instructions, you can teach reading with this method—because everything is laid out for you, step by step. You get solid grounding in how to teach reading, without being overwhelmed.

Your student will be actively involved in the learning process. This is a true multisensory program: your student will learn through sight, sound, and touch. Everything is taught in context, and your student applies new learning right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Reading* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They feel successful as they see continual progress.

There are no gaps in this program. Your student will be taught everything he or she needs to know about reading, so no guessing is required. Each new concept builds upon the previous one, and no steps are skipped.

There are five key components of reading—and our program teaches all of them thoroughly. Those components are:

- Phonological Awareness
- Phonics and Decoding
- Fluency
- Vocabulary
- Comprehension

Most importantly, *All About Reading* is committed to results. The *All About Reading* program has a very focused mission: to enable you to teach your student to read as quickly as you can, while guaranteeing retention and enjoyment. Our approach to reading develops students into confident readers who absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact us at support@allaboutlearningpress.com.

Prerequisites for Level 2

Starting Level 2 of *All About Reading* is an exciting time for you and your student. Together, you'll explore fascinating new concepts—including three-letter blends, the introduction of Silent E, new phonograms, and methods for decoding multisyllable words—and continue to establish a firm foundation for a lifetime of reading. But before your student begins Level 2, it's important to evaluate his understanding of vital prerequisite concepts.

Before starting Level 2:

☐ Your student should understand how to sound out words using the full blending procedure, as demonstrated in Appendix C.

☐ Your student should be able to read words with initial blends and words with final blends.

☐ Your student should be able to differentiate between vowels and consonants and understand that every syllable contains at least one vowel.

☐ Your student should have a basic understanding of compound words.

☐ Your student should be able to count syllables and understand the concept of open and closed syllable types.

☐ Your student should have a basic understanding of plurals.

☐ Your student should be comfortably familiar with all the sounds of Phonograms 1-32. Flashcards for Phonograms 1-32 are included in the Level 2 Student Packet. You can also see the list of phonograms in Appendix B and use *The Basic Phonograms* CD-ROM to hear demonstrations of the sounds. Be sure your student knows all the sounds on each card. Some phonograms just have one sound (h̲ says /h/), while others have two or more sounds (c̲ says /k/ and /s/). It is especially important for your student to know all the sounds of the vowels.

Level 2 of *All About Reading* builds on the information and concepts that were taught in Level 1. Be sure your student is comfortable with these concepts before beginning Level 2. In the first lesson of Level 2, important material from Level 1 is briefly reviewed, but you should also provide your student with the opportunity for in-depth review of any prerequisite concepts that he hasn't completely mastered.

Lesson 1 - Closed and Open Syllable Types

This lesson will review concepts taught in Level 1 and teach the open and closed syllable tags.

You will need: ☐ *Leap into Reading pages*   ☐ *Open and Closed syllable tags*

                 7-18 and 171-172   ☐ *Progress Chart*

              ☐ *Phonogram Cards 1-32*

Before You Begin

At the beginning of many of the lessons, you will find a "Before You Begin" section enclosed in a box. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the boxed section.

We'll start the lessons in Level 2 with a quick review of what your student learned in Level 1. If you are new to the *All About Reading* program, take a look at the article "Prerequisites for Level 2" on page 11.

Preview the Syllable Tags

Although closed and open syllable types were introduced in Level 1, today will be the first time that syllable tags are used. We'll use the syllable tags throughout Level 2 to help your student recognize syllable types, which in turn will help him decode words with greater accuracy.

Why is knowing the syllable types so beneficial? Let's say your student is reading an article, and he comes across the word *craft*. He doesn't instantly recognize the word because he has never read it before. Although the word is unfamiliar, he isn't flustered because he has a method for determining whether the letter <u>a</u> is long or short. He immediately focuses on the vowel. He asks himself if the letter <u>a</u> is in a closed syllable or an open syllable. He sees that the <u>a</u> is followed by a consonant, which means that it is in a closed syllable, so the vowel most likely says its short sound. He is able to decode the word *craft* independently and continue reading the article.

So you can see that recognizing syllable types is a valuable skill. And very soon, your student will be learning to read multisyllable words, and recognizing syllable types will become doubly important. The foundation we are building at this early stage will allow your student to quickly and confidently decode words like *insect*, *beyond*, and *music* simply by applying his knowledge of open and closed syllable types.

For an overview of the remaining syllable types and why they are helpful for decoding, see Appendix D.

Review

Review Words from Level 1

"In this first activity, we'll review words that you already know. See how accurately you can read these words."

Feed the Anteater

Remove pages 9-13 from the *Leap into Reading* activity book.

Your student may color the anteater, if desired. Cut two slits on page 10 as indicated by the dotted lines. Cut apart the word strips. Take one of the word strips and weave it through the slits as indicated by the arrow. The words will appear on the front of the anteater activity, as shown below.

Pull the slip up from the back so one word is revealed at a time. Have your student read the word aloud, then pull up the slip to reveal the next word.

Continue until the anteater has "eaten" all the ants on the word strips.

Review Phonogram Cards 1-32

Review Phonogram Cards 1-32, which were taught in Level 1. Show the front of the card to your student and have him say the sound(s).

If your student could instantly recite all the sounds of the

Review
(continued)

phonograms, file these 32 flashcards behind the **Phonogram Cards Mastered** divider in your student's Reading Review Box. If there was any hesitation on the sounds, file those cards behind the **Phonogram Cards Review** divider. Those cards will be reviewed at the beginning of the next lesson.

Review Plural Words

Build the word *wings* with the tiles.   w i ng s

Cover the s with your finger.

"We say one *wing*..."   w i ng

"...and we say two *wings*."   w i ng s

"*Wings* is **plural** because it means **more than one**."

Build the word *dishes*.   d i sh e s

Point to e-s. "Words can be made plural by adding s or e-s."

"I'll say a word, and you say the plural word."

"One *drum*, two _____." If necessary, prompt your student to say *drums*.

"One *box*, two _____. *Boxes*.

"One *desk*, two _____. *Desks*.

Review Vowels

"What are the vowels?" *The vowels are a, e, i, o, u, and sometimes y.*

Pull down letter tiles a, e, i, o, u, and the red y.

"What is a consonant?" *Any letter that isn't a vowel.*

Point to the <u>a</u> tile. **a**

"Tell me the sounds of the letter <u>a</u>." */ă/–/ā/–/ah/.*

"Tell me the first sound of the letter <u>a</u>." */ă/.*

"Good. A vowel's first sound is its short sound."

"I will point to a vowel, and you will tell me its **short** sound."

a	*/ă/.*
e	*/ĕ/.*
i	*/ĭ/.*
o	*/ŏ/.*
u	*/ŭ/.*

"Now tell me the **long** sound of each vowel." Point to each vowel.

a	*/ā/.*
e	*/ē/.*
i	*/ī/.*
o	*/ō/.*
u	*/ū/.*

Review the First and Second Syllable Types: Closed and Open Syllables

Build the word *well.* **w** **e** **l** **l**

"What does this word say?" *Well.*

Point to the <u>e</u>.

"What does this vowel say?" */ĕ/.*

"Is there anything after the <u>e</u>?" *Yes, <u>l</u>-<u>l</u>.*

"Good. We say that the <u>e</u> is closed in by the <u>l</u>-<u>l</u>. This is a closed syllable."

"Is the vowel in this word short or long?" *Short.*

Review
(continued)

"Right. When a vowel is in a closed syllable, it usually says its short sound."

Remove the last two tiles. [w] [e]

"What does this new word say?" *We.*

"Is there anything after the e̲ now?" *No.*

"We can say that the e̲ is open, because there is nothing closing it in."

"When a vowel is in an open syllable, it usually says its long sound."

Point to the e̲. "What does the e̲ say in this word?" */ē/.*

"In this next activity, you'll get to decide if syllables are open or closed."
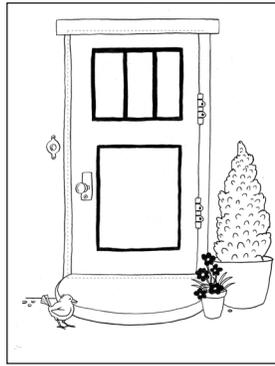
Open or Closed?
Remove pages 15-18 from the *Leap into Reading* activity book.

Cut out the word cards. Your student may color the door on page 15, if desired. Cut along the dotted lines so that the door can open and shut. You can also tape or glue a small tab near the doorknob to make it easier for your student to open the door.

Mix the word cards and place them in a pile. Your student will select a card and place it under the door with the word facing up. He will then determine whether the syllable on the card is open or closed. If the syllable is closed, he will close the door. If the syllable is open, he will open the door. Then he can read the word aloud.

Continue until all the cards have been read.

New Teaching

Introduce Closed and Open Syllable Tags

Take out the closed and open syllable tags.

"The **closed door** represents a **closed** syllable."
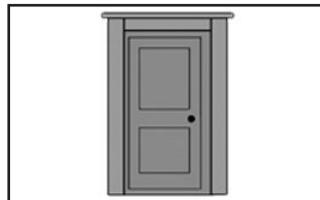
"The **open door** represents an **open** syllable."
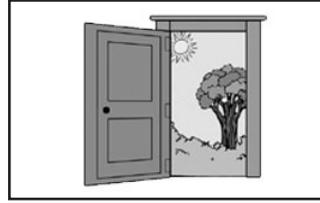
Build the following words. Have your student place the correct tag above the syllable.

Open Syllable	Closed Syllable	Open Syllable
h e	b a t	s o

Closed Syllable	Closed Syllable	Open Syllable
c r a sh	s p o t	m e

Practice Fluency

Turn to pages 171-172 in the *Leap into Reading* activity book.

Have your student read from the Practice Sheet to review words, phrases, and sentences from Level 1.

Lesson 1 Practice Sheets

Review Words

plum	puff	wish	quack
finch	be	quiz	blank
thrill	himself	she	said
he	bobcats	such	shred
rang	so	them	buzz
class	of	text	swing
eggshell	go	crack	fishes
pets	chopsticks	was	sniff
for	fox	codfish	shrank

Phrases

pink gum	tan handbag
ten wishes	the last duck
go west	a bad dog
glass of milk	box lunch
his long song	red quilt
on the shelf	six wet frogs

<u>**Phrases and Sentences**</u>
Every Practice Sheet contains sections called "Phrases" and "Sentences." The "Phrases" section includes several phrases of two to five words each. The "Sentences" section includes short phrases like *Seven insects sat*, and longer sentences like *Seven insects sat on seven plants.*

This type of practice is called phrased reading. Phrasing is important for fluency; fluent readers are able to phrase, or break text into meaningful parts.

If your student does not need practice with phrasing, feel free to skip the first two shorter phrases and just have your student read the full sentence.

New Teaching
(continued)

Tips for Using the Practice Sheets

Tip!

Over time, the Practice Sheets will help your student move from sounding out words letter by letter to instant recognition of words. This change usually happens gradually, so don't expect perfection at first.

Here are some tips to help you get the most benefit out of the Practice Sheets:

1. **Place the sheet directly in front of your student.**

2. **Read across the page from left to right** to reinforce proper eye movements. Don't read down the columns.

3. **Stop before your student fatigues.** You might not complete the Practice Sheets all in one day, depending on your student's age and attention span.

4. **Would your student benefit from reviewing the Practice Sheet several times?** If so, repeat the exercise several days in a row.

5. **On the other hand, don't overwhelm your student with *too much practice.*** It is important to find the right balance for your individual student. Some students desperately need the practice provided, while others (especially younger students) are better served by reading every other line, or every third line.

Fluent reading is hard work for your student! Catch him working hard and give him a few words of encouragement. Try positive words like these:

- "Very good! You are a quick learner!"
- "Hey, you got that the first time!"
- "You are doing great!"
- "That was a tough one, and you got it!"
- "You remembered that from yesterday—great!"
- "I can tell that you tried hard to figure that out."

Read-Aloud Time   Read a Story or Poem

Read aloud to your student for twenty minutes. You can keep track of your read-alouds on the "Read-Aloud Record" found on page 7 of the *Leap into Reading* activity book.

Track Your Progress
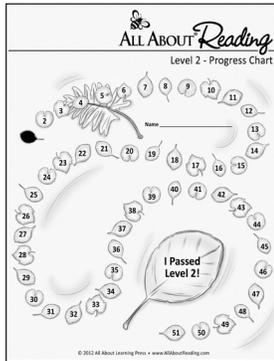
Mark the Progress Chart

After each lesson has been completed, have your student color in or place a sticker over that lesson number on the chart.

Lesson 1: Closed and Open Syllable Types

Lesson 4 - Read "The Grump"

In this lesson, your student will read a short story, discuss the main character, and practice meaningful expression.

You will need: ☐ *Leap into Reading* page 179   ☐ Optional: sticky notes
☐ *What Am I?* book

Before You Begin

Together, these pre- and post-reading activities move your student toward the goal of reading with comprehension.

Preview of Story-Related Lessons

Your student will read a 100% decodable story in approximately every other lesson. Each story-related lesson includes an optional Practice Sheet so your student can "warm up" and practice words and phrases that will be encountered in the story. You can decide whether your student would benefit from warming up before reading the story.

The first time a student reads the story is called a "cold reading." The student may read choppily, one word at a time. This is normal. The student is working very hard at decoding many of the individual words, so don't expect smooth reading during the cold reading.

Most students benefit from "repeated readings"—that is, reading the story a second or even third time. You'll find that during the repeated reading, your student will read more fluently and with better understanding. Since every student's needs will vary, these repeated readings are not scheduled in the lesson plans—but be sure to make time for them!

The pre-reading discussions and activities do the following:

- Activate your student's prior knowledge of the subject
- Draw attention to the thinking aspect of reading
- Model and encourage the active reading process: visualizing, questioning, summarizing, making predictions, and drawing conclusions

Post-reading discussions and activities include discussing the main character or conflict, story sequencing, imagining alternate endings, and relating the story to the student's life. A complete list can be found in Appendix H.

Review

Phonogram Cards

Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

Word Cards

Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

New Teaching

Read the Practice Sheet for "The Grump"

If your student is reading words with blends very easily, you can skip this Practice Sheet.

Lesson 4 Fluency Practice for *The Grump*

● **Words**

grump	swift
stomp	shy
my	pry
lapdog	muskrat
branch	twist
fly	dry
sly	cry
myself	bullfrog

stinkbug

● **Phrases**

shy lapdog	fast fins
cannot quack	swift wings
hiss or slink	long legs
just a grump	big quills

on this branch
spin my silk
hang on this trunk
dry sack

a moth spins silk

Turn to page 179 in the *Leap into Reading* activity book.

Have your student practice reading words and phrases that will be encountered in "The Grump."

Teach Vocabulary and Activate Prior Knowledge

The purpose of the pre-reading discussion is to introduce new vocabulary words that will be used in the story and to activate the student's prior knowledge about caterpillars and cocoons.

Show the illustration of a stinkbug on the Practice Sheet.

"There are many kinds of insects, and this particular insect is called a stinkbug. Why do you think it is called a stinkbug?" *Because it smells bad.*

"A stinkbug gives off a bad smell if it is touched. And they taste really nasty to predators, too. If a bird or animal accidentally bites into a stinkbug, they spit it out."

Show the cocoon on the Practice Sheet.

"Have you ever watched a caterpillar make a cocoon? Moth caterpillars make cocoons to protect themselves from predators while they are changing into moths. Moth caterpillars spin the silk using a special gland in their mouths."

New Teaching
(continued)

"This next story is about a caterpillar who feels grumpy. He's in a crabby mood. But then something happens and his mood changes."

Read "The Grump"

"Turn to page 9 in your reader and read 'The Grump' aloud."

After page 15: "I wonder what *prick* means? The porcupine in the picture has quills, and those can poke or stab into something. I think that *prick* means *to poke*."

After page 17: "I wonder if something will happen while the caterpillar takes a nap?"

Give your student encouraging feedback when the story is completed.

Discuss Main Character and Practice Meaningful Expression

"'The Grump' is the main character. That means that he is the most important character in the story. How does The Grump feel at the beginning of the story?" *Possible answers: sad, jealous, not happy.*

"If a character is sad, we can read the words with a sad voice. For example, I can read 'I am just a grump' with a sad voice, and anyone who hears me knows that the character is sad." Demonstrate how to read page 11 with a sad tone of voice.

"How do you think the main character feels at the end of the story?" *Possible answers: Happy, proud, excited.*

"We can show that the moth is happy by reading the words with a happy voice." Demonstrate how to read page 22 with an upbeat tone of voice.

"When do you think the main character starts to change from sad to happy?" *Answers can vary from page 18 through 22.*

"The next time you read the story, try changing your voice from sad to happy and see how it sounds."

Read-Aloud Time   Read a Story or Poem

Read aloud to your student for twenty minutes.

During your read-aloud times, model how you sometimes stop and think about what you are reading. You want your student to understand that good readers think about what they are reading, and that they should expect the text to make sense. Reading is like a conversation between the author and the reader.

Track Your Progress

Mark the Progress Chart

Have your student mark Lesson 4 on the Progress Chart.
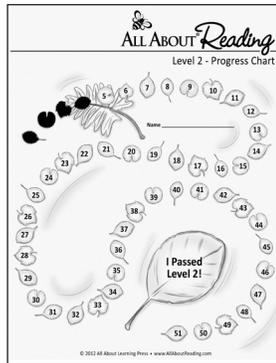
Lesson 5 - Syllable Division Rules 1 and 2

This lesson will review Syllable Division Rule 1 from Level 1 and teach Syllable

Division Rule 2.

You will need: ☐ *Leap into Reading* pages 29-31 and 180-183

☐ Word Cards 21-30

Before You Begin

This syllable pattern is sometimes referred to as the VCCV pattern (vowel-consonant-consonant-vowel pattern).

Overview of Syllable Division Rule 2

Since most words in the English language have more than one syllable, we need to give your student a strategy for decoding multisyllable words. The most effective strategy is to divide words into syllables and then decode each syllable.

Your student already knows how to decode short closed-syllable words, such as *nap* and *kin*, so now we are going to transfer this skill to reading multisyllable words containing two closed syllables, such as *napkin*. Here's how we'll do this:

1. Build a word. Point to the two vowels. n a p k i n

2. Determine how many consonants are between the vowels. (There are two.)

3. When there are two consonants between the vowels, we usually divide the word between the two consonants.

    n a p   k i n

Now, using previous knowledge of closed syllables, it's easy to read the word. For a listing of all the syllable division rules, see Appendix G.

> Resist the temptation to create a shortcut by locating just the two consonants and dividing between them instead of first locating the two vowels. This may seem more efficient at first glance, but locating the vowels first is an important habit that we'll build upon in Lessons 9 and 10 for reasons that will become obvious in those later lessons. **Tip!**

Review
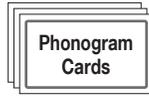
Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

> Phonogram Cards
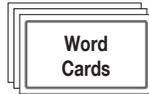
Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

> Word Cards

Build the following words with letter tiles. Have your student label the words with the proper syllable tags and then read the words.

sly

| Open Syllable |
| s | l | y |

twist

| Closed Syllable |
| t | w | i | s | t |

Review Syllable Division Rule #1

Build the word *anthill*.   a n t h i l l

"This is a compound word. As you know, a compound word has two smaller words in it. What are the two smaller words in this word?" *Ant, hill.*

"Good. Divide *anthill* into two syllables." *Student divides the word between* ant *and* hill.

"Right. This is the first rule for dividing words into syllables: divide compound words into two smaller words. Now you are ready to learn the second rule for dividing words into syllables."

> Although we did not call it a rule in Level 1, your student has already learned that we divide between the two smaller words in a compound word. After you review this concept, your student will be ready to move on to the second syllable division rule.

**New Teaching**

Teach Syllable Division Rule #2

Build the word *dentist*.   d e n t i s t

"The easiest way to read longer words is to divide them into syllables and then read each syllable."

Lesson 5: Syllable Division Rules 1 and 2

New Teaching
(continued)

"First, we locate the vowels." Point to the <u>e</u> and the <u>i</u>.

| d | e | n | t | i | s | t |
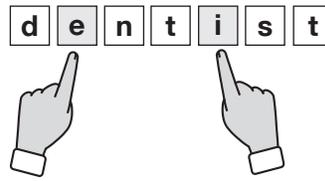
"How many consonants do you see between the two vowels?" *Two.*

Point to the <u>n</u> and the <u>t</u>. "When there are two consonants between the vowels, divide between the consonants, like this."

| d | e | n | | t | i | s | t |

"Now it is easy to read the word. What does the first syllable say?" *Den.*

"And the second syllable says...?" *Tist.*

Push the two syllables back together. "What is the word?" *Dentist.*

Using letter tiles, have your student practice dividing these words into syllables until it becomes easy:

contest   **insect**   **invent**   **upset**   **muffin**   **napkin**

Tip!

Two-syllable words usually have the accent on the first syllable. All the words in this activity are accented on the first syllable except *upset*.

When your student sounds out two-syllable words, he may pause between the syllables. This exercise will give your student practice in combining two syllables into a single word.

A *schwa* is a muffled vowel sound frequently found in unaccented syllables. The schwa is heard in the second syllables of *cotton* and *signal*. In dictionaries, the schwa is symbolized with an upside-down <u>e</u>: /ə/. We don't use the term *schwa* with students. Instead, we give them strategies to read words containing schwas.

Play "Guess What I'm Saying"

"I will say two syllables, and you will guess what word I am saying: *pic...nic*." *Student says* picnic *at normal conversational speed.*

Repeat this activity, using the following words. Be sure to pause between the syllables as you say them.

pup...pet   **pil...grim**   **rab...bit**   **hap...pen**   **mag...net**

Introduce the Schwa Sound

Build the word *problem*. | p | r | o | b | l | e | m |

"Divide this word into syllables." *Student divides the word between the <u>b</u> and the <u>l</u>.*

| p | r | o | b | | l | e | m |

"Read each syllable." *Prob-lem.*

"This word says...?" *Problem.*

New Teaching
(continued)

Point to the e̲. "When we say the word quickly, the sound of the e̲ gets muffled. The word sounds like /prob-lum/ in normal speech."

"When you sound out a two-syllable word like this, you can get very close to the correct pronunciation. Sound out each syllable, and then say the syllables together like a normal word, just like you did a minute ago."

Complete Activity Sheet
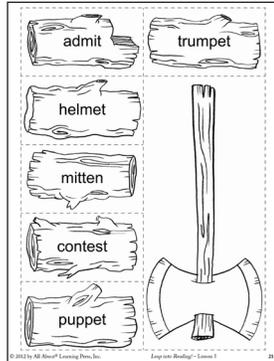
Be a Lumberjack
Remove pages 29-31 from the *Leap into Reading* activity book.

Cut out the logs and the ax.

Have your student pretend to chop each multisyllable word with the ax, dividing the word on the log between the two syllables.

The student should read each portion of the word separately, and then read the entire word.

Practice Reading Words

Have your student practice reading the words on Word Cards 21-28.
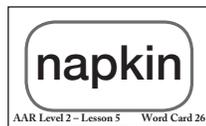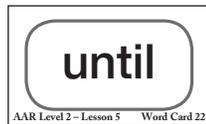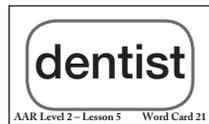
dentist	until	insect	kitten
AAR Level 2 – Lesson 5 Word Card 21	AAR Level 2 – Lesson 5 Word Card 22	AAR Level 2 – Lesson 5 Word Card 23	AAR Level 2 – Lesson 5 Word Card 24
magnet	napkin	rabbit	contest
AAR Level 2 – Lesson 5 Word Card 25	AAR Level 2 – Lesson 5 Word Card 26	AAR Level 2 – Lesson 5 Word Card 27	AAR Level 2 – Lesson 5 Word Card 28

File the Word Cards behind the Review divider of the Reading Review Box.

Teach Two Leap Words: *are* and *have*

Show Word Card 29 to your student.

"This word is *are*, as in *My shoes are brown*. The <u>a</u> and the <u>r</u> work together to say /ar/, and the <u>e</u> isn't pronounced—it's a Silent E. You haven't learned about <u>ar</u> and Silent E yet, but this is a common word that you will see often."

"What is this word?" *Are.*

Show Word Card 30 to your student.

"This word is *have*, as in *I have six fish*. The <u>e</u> isn't pronounced—it's a Silent E."

Cover the <u>e</u> with your finger. "What would this word say without the <u>e</u>?" *Have.*

"Right! When we read this word, we don't pronounce the <u>e</u>."

Review these words several times today and then file them behind the Review divider.

Practice Fluency
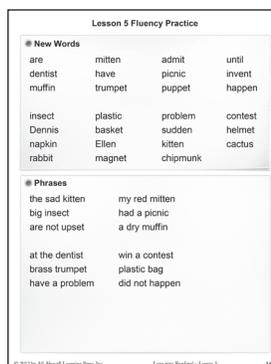
Turn to pages 180-183 in the *Leap into Reading* activity book.

Have your student read from the Practice Sheets.

New Teaching
(continued)

> ### How Much Time?
> How much time should you spend on the Practice Sheets? Only you can be the judge of that, since the answer is different for every student. Some students may not need all the practice provided here. Other students may benefit from rereading the sheets multiple times over a period of a week.
>
> The goal in Level 2 is to keep making progress, not to achieve perfection.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart
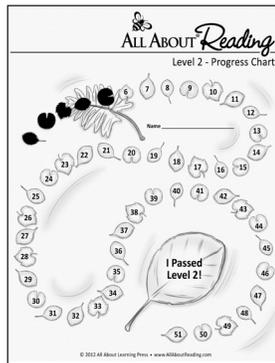
Have your student mark Lesson 5 on the Progress Chart.

Lesson 27 - Long I or O before Two Consonants

This lesson will teach that when the letters i or o are followed by two consonants, the vowels can say their long sounds.

You will need: ☐ *Leap into Reading* pages 95-98 and 234-237

☐ Word Cards 131-140

Before You Begin

Preview the Lesson

There are four ways to spell long vowel sounds. Your student has already learned three of these ways, and today he will learn the fourth way. Here is an overview of the four ways:

1. A vowel can be long when it is placed at the end of a syllable, as in *item* and *open*.

2. Silent E can make a vowel long, as in *spine* and *home*.

3. A long vowel sound can be made using a vowel team, such as <u>ee</u> in the word *sheep*. More vowel teams representing long vowel sounds, such as <u>oa</u> in *road*, will be taught in Level 3.

4. Vowels <u>i</u> and <u>o</u> can be long before two consonants, as in *child* and *hold*.

Today's lesson will concentrate on number 4. Even though words like *colt* and *mind* are closed syllables, the vowels are long, not short. Your student will learn that this is a special pattern: the letters <u>i</u> and <u>o</u> followed by two consonants may say their long vowel sound.

Review
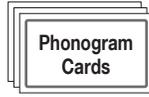
Phonogram Cards

Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

Word Cards

Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

Build the following words with letter tiles. Have your student label the words with syllable tags and read.

three
Vowel Team Syllable
th | r | ee

stick
Closed Syllable
s | t | i | ck

New Teaching

Teach I or O Followed by Two Consonants

"Today you're going to learn a new pattern for one-syllable words."

Build the word *land*. l | a | n | d

"What syllable type is this?" *Closed.*

"In a closed syllable, is the vowel usually long or short?" *Short.*

"Right. In most cases, the vowel is short in a closed syllable. What does this word say?" *Land.*

Build the word *find*. f | i | n | d

"This is also a closed syllable, but in this case the i̱ is long. What is this word?" *Find.*

"Good. In one-syllable words, if the letter i̱ is followed by two consonants, the i̱ is often long."

Lesson 27: Long I or O before Two Consonants

New Teaching
(continued)

Leave the word *find* on the table. Next to it, build the word *gold*.
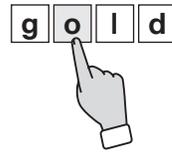
"The vowel in this word is also long. What does this word say?" *Gold.*

"Good. In one-syllable words, if the letter <u>o</u> is followed by two consonants, the <u>o</u> is often long."

"We call this the Find Gold Rule for one-syllable words. The Find Gold Rule says that when <u>i</u> and <u>o</u> are followed by two consonants, they often say their long sounds."

Play "Change the Word"

Leave the word *gold* on the board. | g | o | l | d |

"I'm going to change the first part of this word."
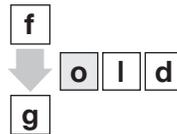
"What does this new word say?" *Fold.*

Continue to change one tile at a time to form the following words. Each time, have your student sound out the new word.

fold → cold → told

child → wild → mild

"Is the vowel in *mild* long or short?" *Long.*

"How many consonants are after the <u>i</u>?" *Two consonants.*

Return the letter tiles to their place in the alphabet.

Complete Activity Sheet
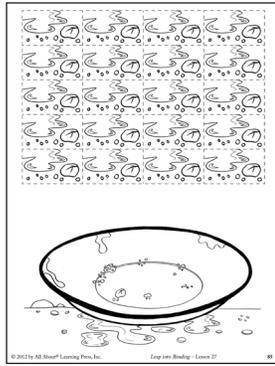
Find Gold

Remove pages 95-98 from the *Leap into Reading* activity book.

Cut out the word cards and the pan for the gold.

Place the rectangular word cards along the river with the words facing down.

Your student should select a gold card from the river and flip it over to reveal the word. Encourage your student to read the word aloud. If he reads the word correctly, he may add the gold card to his pan. If he reads the word incorrectly, the gold card can be returned to the river for another try.

Continue until your student has all the "gold" in his pan.

Practice Reading Words

Have your student practice reading the words on Word Cards 131-139.
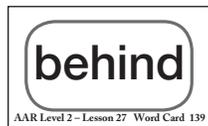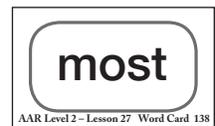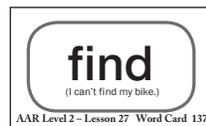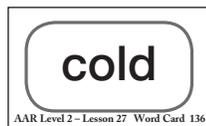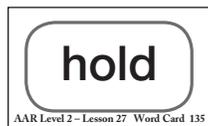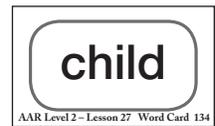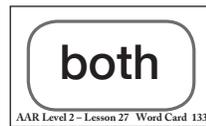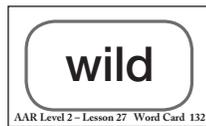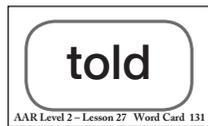
told	wild	both	child
AAR Level 2 – Lesson 27 Word Card 131	AAR Level 2 – Lesson 27 Word Card 132	AAR Level 2 – Lesson 27 Word Card 133	AAR Level 2 – Lesson 27 Word Card 134

hold	cold	find (I can't find my bike.)	most
AAR Level 2 – Lesson 27 Word Card 135	AAR Level 2 – Lesson 27 Word Card 136	AAR Level 2 – Lesson 27 Word Card 137	AAR Level 2 – Lesson 27 Word Card 138

behind
AAR Level 2 – Lesson 27 Word Card 139

File the Word Cards behind the Review divider of the Reading Review Box.

Lesson 27: Long I or O before Two Consonants

Teach a Leap Word: *who*

Show Word Card 140 to your student.

who

AAR Level 2 – Lesson 27   Word Card 140
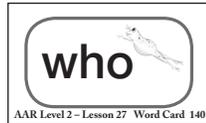
"This word is *who*, as in *Who is it?* This is a Leap Word because the <u>wh</u> doesn't say what we expect it to. It says /h/ instead of /hw/. The <u>o</u> says /o͞o/, which is the third sound of <u>o</u>."

Review this word several times today and then file it behind the Review divider.
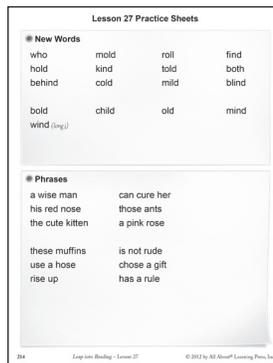
Practice Fluency

Turn to pages 234-237 in the *Leap into Reading* activity book.

Have your student read from the Practice Sheets.

Vocabulary Affects Fluency

If you've ever picked up a book outside of your expertise (such as a book on musical theory if you aren't a musician), then you've encountered unfamiliar vocabulary words that you don't understand. It would be difficult for you to read these books fluently because you wouldn't know what many of the words mean or how to pronounce them.

In the same way, it is difficult for your student to read fluently if he doesn't understand what the words mean. You can help your student develop a large listening vocabulary by reading aloud from a wide selection of books and discussing unfamiliar words.

Read-Aloud Time   Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart
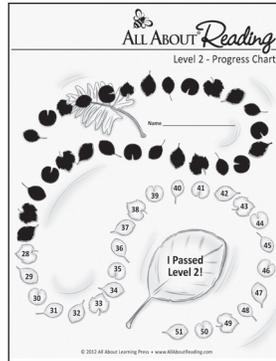
Have your student mark Lesson 27 on the Progress Chart.

Lesson 27: Long I or O before Two Consonants

Lesson 38 - Soft G

This lesson will teach words containing soft g.

You will need: ☐ *Leap into Reading pages 133-138 and 263-266*

☐ *Word Cards 191-200*

Before You Begin

Preview the Second Sound of G

The letter g has two sounds:

- Hard g as in *garden*
- Soft g as in *gem*

Up until now, your student has been reading words that contain hard g. <u>G</u> is hard as long as it is not followed by an <u>e</u>, <u>i</u>, or <u>y</u>.

Today your student will learn that g is soft when followed by an <u>e</u>, <u>i</u>, or <u>y</u> **most of the time**. <u>G</u> is soft in over seven hundred words, including *stage, hinge,* and *general*. However, there are a few common words in which the g remains hard even in front of <u>e</u>, <u>i</u>, or <u>y</u>: *get, girl, give, gift*, and *begin*.

Review

It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind.

Shuffle the cards behind both Mastered dividers and choose a selection for review.

Build the following words with letter tiles. Have your student divide the words into syllables, label with syllable tags, and read.
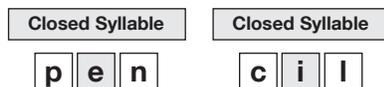
pencil				**farmer**	
Closed Syllable		Closed Syllable		Bossy R Syllable	Bossy R Syllable
p e n		c i l		f ar	m er
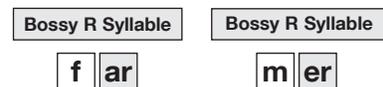
New Teaching

Teach the Two Sounds of G

Pull down the g tile. | g |

"Tell me the two sounds of this letter." */g/–/j/.*

Pull down the letter tiles e̲, i̲, and y̲ and arrange them next to the g tile.

e
g	i
y

"If g̲ is followed by an e̲, i̲, or y̲, it **usually** says /j/."

Show the g tile visiting the letters e̲, i̲, and y̲ one at a time. "Followed by an e̲, g **usually** says /j/. Followed by an i̲, g **usually** says /j/. Followed by a y̲, g **usually** says /j/.

Build the word *page*. | p | a | g | e |

"What sound does the g say in this word?" */j/.*

"Why?" *Because of the e̲.*

"Good. What does this word say?" *Page.*

Build the word *gem*. | g | e | m |

"What sound does the g say in this word?" */j/.*

"Why?" *Because of the e̲.*

"What does this word say?" *Gem.*

Replace the m̲ tile with a t̲. | g | e | t |

"What is this word?" *Get.*

"So you see that g **usually** says /j/ before an e̲, i̲, or y̲, but not always. Sometimes it says /g/."

New Teaching
(continued)

Pull down the letter tiles <u>a</u>, <u>o</u>, <u>u</u>, <u>l</u>, and <u>r</u>, and arrange them as follows:

```
        a
    g   o
        u
        l
        r
```

"If g is before any letter that isn't <u>e</u>, <u>i</u>, or <u>y</u>, it says /g/." Show the g tile visiting the letters one at a time.

"In front of the <u>a</u>, it says /g/." Repeat for letters <u>o</u>, <u>u</u>, <u>l</u>, and <u>r</u>.

When your student understands this concept, mix up the <u>e</u>, <u>i</u>, and <u>y</u> with the <u>a</u> <u>o</u>, <u>u</u>, <u>l</u>, and <u>r</u>.

"In front of which letters can g say /j/?" *E, i, or y.*

Continue the activity until it has been mastered by your student.

Teach Words with Soft G

Build the word *huge* and place the Name Game syllable tag over it.

```
    Name Game Syllable
    h   u   g   e
```

Demonstrate your thought process as you decode the word.

"This word ends in Silent E, so I know that the <u>u</u> will probably be long. And we just learned that when g is followed by an <u>e</u>, <u>i</u>, or <u>y</u>, it usually says /j/. I will sound out this word.

Touch the <u>h</u> and say */h/.*   `h  u  g  e`
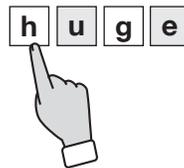
Touch the <u>u</u> and say */ū/.*   `h  u  g  e`
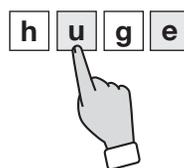
New Teaching
(continued)

Touch the g and say */j/*.   h u g e

Now go back to the beginning of the word. Slide your finger under the letters <u>h</u>-<u>u</u>-<u>g</u>-<u>e</u> and say *huge* slowly.
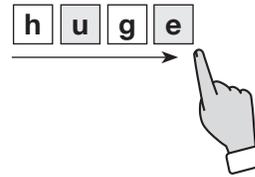
h u g e

Finally, read the word *huge* at a normal pace, as we do when we speak.

Using the same procedure for blending, have your student sound out the word *stage*.

s t a g e

Emphasize the Second Job of Silent E

Leave the word *stage* on the board.   s t a g e

"Silent E has two jobs in this word: it makes the <u>a</u> long, and it makes the g soft."

Build the word *hinge*.   h i n g e

"In some words, Silent E has one job, and in other words, it has two. In the word *hinge*, Silent E has just one job. What is it?" Help your student see that the job of Silent E is to make the g say /j/.

Teach the Terms *Hard G* and *Soft G*

Pull down the g tile.   g

"When g says /j/, we say that the g is a **soft** g."

"When g says /g/, we say that the g is a **hard** g."

"Tell me the **hard** sound of g." */g/*.

"Tell me the **soft** sound of g." */j/*.

New Teaching
(continued)

Complete Activity Sheet
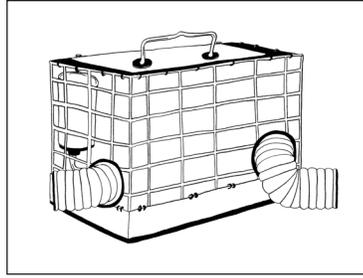
Gerbil Cage

Remove pages 133-138 from the *Leap into Reading* activity book.

Cut out the word cards and place them in a pile with the words facing up. Your student should choose a word card and read it aloud. He should then turn the card over to add the section of tube to his gerbil cage. Continue until all the cards have been read and the gerbil cage is complete. Your student can then pretend to run his gerbil through the maze.

A different cage can be constructed each time your student plays.

Practice Reading Words

Have your student practice reading the words on Word Cards 191-199.
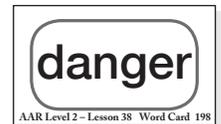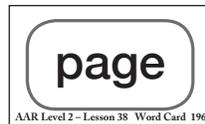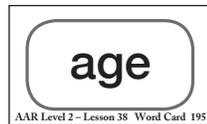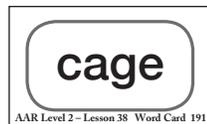
cage	huge	large	magic
AAR Level 2 – Lesson 38 Word Card 191	AAR Level 2 – Lesson 38 Word Card 192	AAR Level 2 – Lesson 38 Word Card 193	AAR Level 2 – Lesson 38 Word Card 194
age	page	change	danger
AAR Level 2 – Lesson 38 Word Card 195	AAR Level 2 – Lesson 38 Word Card 196	AAR Level 2 – Lesson 38 Word Card 197	AAR Level 2 – Lesson 38 Word Card 198
orange			
AAR Level 2 – Lesson 38 Word Card 199			

File the Word Cards behind the Review divider of the Reading Review Box.

Teach a Leap Word: *pumpkin*

Show Word Card 200 to your student.

pumpkin

AAR Level 2 – Lesson 38 Word Card 200

> The word *pumpkin* will be used in the story in the next lesson.
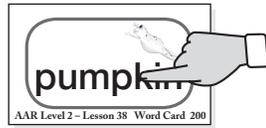
Cover up *kin* with your finger. "What does the first part of this word say?" *Pump.*

Uncover *kin*. "What does the second part of the word say?" *Kin.*

"Together they say *pumpkin*, as in *Pumpkins are orange*. This word follows a syllable division rule that you haven't learned yet, so that's why it is a Leap Word."

Review this word several times today and then file it behind the Review divider.

Practice Fluency
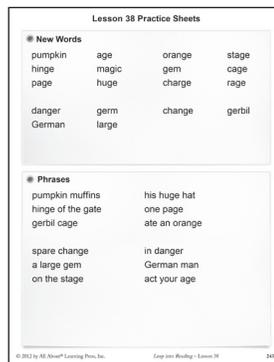
Turn to pages 263-266 in the *Leap into Reading* activity book.

Have your student read from the Practice Sheets.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart

Have your student mark Lesson 38 on the Progress Chart.

3
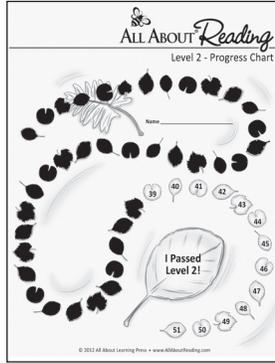
Appendices

Scope and Sequence of Level 2

| Your Student Will:	Lesson
Review concepts taught in Level 1 and learn about open and closed syllable tags	1
Read words with blends at the beginning and end	2
Read words with /ī/ spelled y	3
Read a short story, discuss the main character, and practice meaningfull expression	4
Review and learn two syllable division rules for multisyllable words	5
Read a short story and answer comprehension questions	6
Read words with three-letter blends	7
Read a short story and practice skimming for information	8
Learn a new syllable division rule for words with one consonant between the vowels (part 1)	9
Learn a new syllable division rule for words with one consonant between the vowels (part 2)	10
Read a short story, learn about abbreviations, and answer comprehension questions	11
Learn the first job of Silent E and read words with the VCE pattern	12
Learn the Name Game syllable type and read more words with Silent E	13
Read a short story, learn about possessives, and relate the story to life	14
Learn the two sounds of long u and the sound of s between two vowels	15
Read a short story and compare and contrast characters	16
Learn phonogram wh and read words with wh	17
Read a short story, identify the main character, and discuss the characters	18
Read words that combine blends with the VCE pattern	19
Read a short story and practice sequencing	20
Read plural VCE words	21
Read a short story and discuss onomatopoeia	22
Learn phonogram ee and the Vowel Team syllable type, and read words with ee	23
Read a short story and discuss the main conflict	24
Learn to form and read contractions	25
Read a short story and complete a Venn diagram	26
Read words with long i or o before two consonants	27
Read a short story and create hints for a guessing game	28
Learn phonogram er and the Bossy R syllable type, and read words with er	29
Read a short story and compare settings	30

Your Student Will:	Lesson
Learn phonogram <u>ar</u> and read words with <u>ar</u>	31
Read a short story and learn about the five senses in literature	32
Learn phonogram <u>or</u> and read words with <u>or</u>	33
Read a short story and complete a concept map	34
Learn the third sound of <u>u</u> and read words with the sound of /ŏŏ/	35
Learn the second job of Silent E and read words with soft <u>c</u>	36
Read a poem and relate the poem to life	37
Read words with soft <u>g</u>	38
Read a short story and relate the story to life	39
Learn the third job of Silent E and read words with /ŭ/, the fourth sound of <u>o</u>	40
Read a short story and answer comprehension questions	41
Learn phonogram <u>ed</u> and the concept of past tense	42
Read a short story and practice skimming for information	43
Learn the third sound of <u>a</u> and read words with the sound of /ah/	44
Read a short story, learn about synonyms, and discuss the concept of realism vs. fantasy	45
Learn phonograms <u>oy</u> and <u>oi</u> and read words with the sound of /oy/	46
Read a short story and practice sequencing	47
Learn phonograms <u>aw</u> and <u>au</u> and read words with the sound of /aw/	48
Read a short story, learn about antonyms, and practice reading between the lines	49
Learn phonograms <u>ow</u> and <u>ou</u> and read words with the sound of /ow/	50
Read and discuss a short story and learn about homonyms	51

Phonograms Taught in Levels 1 and 2

Phonograms are letters or letter combinations that represent a single sound. For example, the letter <u>b</u> represents the sound /b/, as in *bat*. The letter combination <u>sh</u> represents the sound /sh/, as in *ship*.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson
		**Level 1 Phonograms Reviewed in Level 2**		
1	m	/m/	moon	1
2	s	/s/–/z/	sun has	1
3	p	/p/	pig	1
4	a	/ă/–/ā/–/ah/	apple acorn water	1
5	n	/n/	nest	1
6	t	/t/	tent	1
7	b	/b/	bat	1
8	j	/j/	jam	1
9	g	/g/–/j/	goose gem	1
10	d	/d/	deer	1
11	c	/k/–/s/	cow city	1
12	y	/y/–/ĭ/–/ī/–/ē/	yarn gym my happy	1
13	h	/h/	hat	1
14	k	/k/	kite	1
15	r	/r/	rake	1
16	i	/ĭ/–/ī/–/ē/	itchy ivy radio	1
17	v	/v/	vase	1
18	f	/f/	fish	1
19	z	/z/	zipper	1
20	o	/ŏ/–/ō/–/o͞o/–/ŭ/	otter open to oven	1
21	l	/l/	leaf	1
22	w	/w/	wave	1
23	u	/ŭ/–/ū/–/o͝o/	udder unit put	1
24	e	/ĕ/–/ē/	echo even	1
25	qu	/kw/	queen	1
26	x	/ks/	ax	1

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson
27	th	/th/–/t̶h̶/	three then	1
28	sh	/sh/	ship	1
29	ch	/ch/–/k/–/sh/	child school chef	1
30	ck	/k/, two-letter /k/	duck	1
31	ng	/ng/	king	1
32	nk	/ngk/	thank	1
New Phonograms Taught in Level 2				
33	wh	/hw/	while	17
34	ee	/ē/, double e̲	feed	23
35	er	/er/ as in *her*	her	29
36	ar	/ar/	car	31
37	or	/or/	corn	33
38	ed	/ed/–/d/–/t/	wanted snowed dropped	42
39	oy	/oy/ that we **may** use at the end of English words	toy	46
40	oi	/oy/ that we may **not** use at the end of English words	oil	46
41	aw	/aw/ that we **may** use at the end of English words	saw	48
42	au	/aw/ that we may **not** use at the end of English words	haul	48
43	ow	/ow/–/ō/	cow low	50
44	ou	/ow/–/ō/–/o̅o̅/–/ŭ/	mouse soul soup touch	50

Appendix B: Phonograms Taught in Levels 1 and 2